

Newport City Schools

Foundational Literacy Skills Plan

Approved: June 1, 2021

This Foundational Literacy Skills Plan has been approved by the Tennessee Department of Education and meets the requirements of the *Tennessee Literacy Success Act*. All portions of the Foundational Literacy Skills plan were submitted to the department and approved. To view the supplemental artifacts, please contact the district directly.

Daily Foundational Literacy Skills Instruction in Grades K-2

Our district uses the Fountas and Pinnel Phonics, Spelling, and Word Study program, a state-approved and Tennessee standards-aligned curriculum in all K-2 classrooms. This curriculum uses foundational skills as the primary form of instruction and has a designated block of time (60 minutes daily) for foundational skills instruction in grades K-2. Additionally, students participate in 45-minute weekly (2nd grade) or bi-weekly (K and 1st grade) phonics classes provided by a dedicated phonics teacher in a separate classroom. Combined, these instructional times include activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary work. During that instruction, teachers explicitly teach a sound, the students practice the sound aloud (learning how to produce pure sound), the teacher models writing the sound, the students refer to their individual code chart on which they write the sound, then students apply the skill in independent practice (small group or individual). Our improvements for next year include embedding the dedicated phonics teacher into the regular classroom to eliminate time lost due to classroom transition time. Also, an additional teacher will be added to each grade level in grades K-2. This will reduce class sizes, allowing for more individualized interventions with students.

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our district uses the McGraw-Hill series Wonders, a state-approved and Tennessee standards-aligned curriculum in all grades 3-5 language arts classrooms. The curriculum and related support materials were selected from those approved by the state Textbook and Instructional Materials Quality Commission. Foundational skills instruction is integrated into core language arts instruction. During the integrated ELA block, our students receive a total of 60 minutes of ELA instruction. All daily instruction includes work in strengthening students' ability to comprehend complex texts and apply that knowledge as they listen, read, write, think, and speak. This work accounts for 30 minutes per day of language arts instruction, and foundational skills instruction (including fluency, grammar, morphology, spelling, and writing) for at least 30 minutes per day. The Wonders curriculum also engages students in work around fluency, vocabulary, and comprehension. Those skills are not taught in isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection. Therefore, foundational skills instruction is embedded in all aspects of this 90-minute block and is dedicated to developing students' holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research.

Approved Instructional Materials for Grades K-2

McGraw Hill - K-5 Wonders

Approved Instructional Materials for Grades 3-5

McGraw Hill - K-5 Wonders

Universal Reading Screener for Grades K-5. This screener complies with RTI² and Say Dyslexia requirements.

Our district uses AimsWebPlus for the universal reading screener in grades K-5. AimsWebPlus complies with the requirements set forth by both § 49-1-229 and Tennessee's RTI² framework manual. AimsWebPlus is appropriate for students in PreK through third grades, and offers us the opportunity to assess students' basic reading skills three times each academic year.

Intervention Structure and Supports

In the fall, winter and spring, all students are given a universal screener (AimsWebPlus) to measure basic reading skills appropriate to their specific grade level. School level data teams, consisting of classroom teachers, interventionists, RTI² coordinator, school psychologist, special education teachers, ESL teachers and administrators, review universal screening results. Data from the screener, along with other relevant information, are used to determine individual student needs and tiered intervention placement/grouping. Screener results are also used to guide Tier I classroom instruction.

Students scoring between the 0-25th percentile may be identified as "at-risk" and in need of Tier II or III reading intervention. Specific skill area deficits detected through universal screening and other relevant data are used to place students in small groups to receive intervention targeted at closing the skill gap in their particular area(s) of greatest need. Students that need Tier II or III services receive daily, small-group intervention for 30 or 45 minutes, depending on grade level.

Strategic reading interventions available in the district to support Tier II and III students include: Beyond the Code, Explode the Code, Foundations, My Sidewalks, ReadingPlus, Seeing Stars, Sounds Sensible, S.P.I.R.E., SRA, Visualizing and Verbalizing and Wilson. While these materials are primarily used during the daily, small-group intervention time, our regular ELA curriculum contains leveled materials that can be used to differentiate Tier I instruction for "at-risk" students as well.

Once Tier II or III services begin, skill specific progress monitoring through AimsWebPlus occurs weekly or biweekly. Data teams review student progress every 4.5 weeks, taking into consideration AimsWebPlus monitoring results, other relevant assessment data, attendance, social-emotional factors and engagement. Data teams determine if the current Tier II/III intervention services are appropriate or need to be modified.

Along with informing Tier II/III placements, AimsWebPlus results help identify students who need additional screening with survey level and diagnostic assessments to determine if they exhibit characteristics of dyslexia. Examples of such additional assessments used by our district include the PASS and PWRS. Students who exhibit characteristics of dyslexia receive S.P.I.R.E. interventions

because they are explicit, systematic and cumulative, multisensory, language-based and aligned to individual student needs, as outlined in the state's "Say Dyslexia" law.

All Tier II and III reading intervention occurs daily during a grade-level specific time designated in the school's master schedule. This time is used to strengthen individual students' skill deficit(s) with one of the aforementioned intervention programs and also to conduct progress monitoring.

Parent Notification Plan/Home Literacy Reports

Our district provides individual universal screening results to every student's family three times a year. Along with AimsWebPlus results, parents/guardians of students receiving Tier II or III services are notified that their child has a significant reading deficiency. This written notification explains how the reading deficiency was identified through a universal screener. Additionally, parents/guardians are told how the skill gap(s) will be addressed, including whether Tier II or III services will be provided and the amount of time each day the student will spend on tiered intervention. Suggestions for no-cost activities that families can do to support their child's reading at home are provided. For parents/guardians of K-5 students, information about the importance of reading on grade level by the end of third grade is also included.

After each data team meeting, parents/guardians of Tier II or III students receive information about their child's progress or lack thereof. This regular communication, which is sent out approximately every 4.5 weeks, includes progress monitoring results, along with data team decisions for each student. Parents/guardians are told whether their child is making sufficient progress or not, and whether the current intervention plan will continue with or without modification.

Separate notification is sent to parents/guardians of students that exhibit characteristics of dyslexia. This written notification identifies the particular areas of reading deficits and explains that their child is or will be receiving dyslexia specific reading intervention. Parents/guardians are also provided with current information and resources related to dyslexia.

All parent notification related to tiered interventions and characteristics of dyslexia aims to be understandable and parent-friendly. Parents/guardians are encouraged to reach out to the RTI2 coordinator with any questions or concerns.

Professional Development Plan

Teachers in our district will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows:

April/May 2021- All teachers in grades K-3 will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 work in June.

June 2021- Our district has registered for the cohort-based in person training offered as Week 2 of the Early Literacy Training series for all teachers in grades K-3. The participating teachers will also include interventionists. This week will emphasize practical classroom application of research

findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary.

We plan to include grades four, five, and special education teachers during the summer of June 2022.